

Global Youth Connect

Rwanda Program Report January 2006

*Human Rights Delegation for Young Leaders
December 29, 2005 – January 15, 2006*

Organized in collaboration with Never Again-Rwanda





While our time was short (2 ½ weeks), we spent every day working with young Rwandans and local organizations at the forefront of rebuilding their country. From them we hoped to learn how they were affected by the genocide and what they thought were effective strategies for human rights action. We hoped to better understand what role the international community and ourselves, as individuals, could and should play in genocide prevention and post-conflict recovery. We spent a lot of time reflecting on how our own personal choices affect others. The lessons we learned demonstrate that as young leaders committed to defending human rights, we must remain vigilant and ready to organize against violence and exploitation in our own home communities and in cross-cultural solidarity with our fellow activists.

It is important to note that this report is not intended to be an in-depth analysis of the current state of human rights and post-genocide recovery in Rwanda. Many of the issues presented here are controversial and while many things have been done to promote human rights in post-genocide Rwanda, there is still much more that needs to happen. This report is intended to provide a broad overview of the activities of the delegation, our general observations and the information that was provided to us by the various people we met with during our time in Rwanda. Furthermore, as a diverse group with different opinions about and experiences in Rwanda, this report is limited to making some generalizations about

the group's experience. All of the issues presented here deserve much deeper analysis and we encourage everyone reading this report to supplement the information presented here with reading and research (some basic resources for additional reading can be found on the GYC website's Rwanda section).

Genocide Memorial Visit

On top of a hill in the Gisozi area of Kigali sits a genocide memorial dedicated to preserving the memory of the 1994 genocide. The memorial site serves not only as a center of education but also as a burial ground for Rwandans who were killed in Kigali during the violence.

On the day we arrived, we encountered a stark reminder that even though the genocide happened more than eleven years ago, the search for the remains of those killed goes on. As we climbed up the red path to the memorial site, families and friends of victims who were being laid to rest were gathered at a funeral ceremony. To this day, new remains of victims are being found in random discoveries of mass graves as well as through locations identified by perpetrators as they confess to their crimes at one of the many *gacaca* trials happening throughout the country. Many families choose to bury their loved ones in the grave site at the memorial while others find it too painful to confront.

Inside the memorial is divided into three sections: before, during and after the genocide. The exhibits describe the various historical and political events that impacted Rwanda's fate, putting a very heavy emphasis on the role played by the Belgian colonists in "ethnicizing" differences among Rwandan Hutus and Tutsis that many would argue had previously only marked socio-economic divisions.

As one reads through the testimonies, quotes and facts presented, it becomes increasingly clear that genocide is not at all simple to explain. There were many internal and external factors that contributed to the manipulation of

these differences into a period of ethnic violence and genocide that marked Rwanda from 1959 until 1994.



GYC delegation members pay their respects at the site of a mass grave at the Gisozi genocide memorial in Kigali.

There was also a series of panels about the lesser known stories of Rwandans who had gone out of their way to save the lives of others. One survivor noted her feelings about the man who had saved her saying:

“I can’t find the exact words to express how I feel about his actions. He protected more than 400 human lives. A love that sacrifices itself in that way is beyond my comprehension...I don’t know if you’d call it an act of heroism or an act of love.”

The memorial also attempts to put a human face to a tragedy which, by the very nature of its intensity and brutality, defies comprehension. Photos of those who were killed, often the only photo owned by the family, line the walls of one room.

Another exhibit provides a brief overview to other recent genocides – the Holocaust, Bosnia, Cambodia, Armenia, and others – putting into context that what happened in Rwanda has happened elsewhere and could still happen.

One of the most powerful and moving exhibits in the memorial is upstairs. Large pictures of

young children murdered in 1994 hang from the walls of the gallery. During the genocide, not even the most innocent were spared. The portraits are accompanied by plaques that describe the child, including such details as their favorite foods as well as how they were killed and their last words. One young child’s last words had been, “UNAMIR will come to get us.”¹

The stories of these children serve as a powerful reminder that the true hope of “never again” requires all of us, even those of us far removed from the violence, to work together to take every action within our power to put an end to genocide.

Never Again-Rwanda

In all of our international programs, GYC works in close collaboration with a local partner organization. In Rwanda, GYC is partnering with Never Again-Rwanda, a youth organization dedicated to realizing the promise of genocide prevention. The mission and vision of GYC and Never Again-Rwanda are very similar. Never Again-Rwanda is working with a network of international partners to alert the world to both the causes and effects of genocide and to facilitate the exchange of ideas between young people – those who have lived through genocide and those who wish to learn from them. In addition, Never Again-Rwanda aims to provoke ideas and action for the prevention of future conflict by bringing people together to cross borders.

Our delegation spent many hours discussing and debating topics related to human rights, Rwanda, American foreign policy and the roots causes of genocide with Never Again-Rwanda’s staff, including our local project coordinator Joseph Nkurunziza and the organization’s Secretary General, Albert Nzamukwereka. On one afternoon, we

¹ UNAMIR is the acronym for the United Nations peacekeeping force that was stationed in Rwanda in 1994.

gathered together as a group to learn more details about the specific programs that Never Again-Rwanda has organized and find out how we can collectively work in solidarity with their efforts to promote critical thinking and the promotion of human rights among Rwandan youth.



Interactive and experiential educational programs are the one of the most effective ways of inspiring critical thinking, debate and analysis among youth. Typically, Rwandan schools do offer a curriculum that encourages students to think for themselves. Never Again-Rwanda believes that the lack of critical thinking among youth was a contributing factor to the 1994 genocide when many youth followed the orders of their leaders to take up arms against their neighbors. Furthermore, the traumatization that resulted from the violence has also helped to maintain a culture of silence among youth in Rwanda. The development of critical thinking and freedom of expression among Rwandan youth is an important strategy for helping to ensure the promise of “never again” in Rwanda.

Never Again-Rwanda has found that using interactive educational strategies, such as role plays and skits, help students move from a process of just accepting the information they are receiving to questioning and analyzing what is going on around them. They’ve noticed that when they first bring groups of youth together they are generally shy and quiet but by the second week of the program, people are talking

and participating more even to the point of making complaints to the facilitators.

Forums, debates, youth competitions and dramas are other activities organized by Never Again to educate youth in a way that encourages them to express their own minds and opinions. In 2004, they organized a nationwide youth competition where students in more than 400 secondary schools across the country answered the question: “What can we the youth of Rwanda do to make sure that ‘never again’ happens?” More than 10,000 essay and poems were received.

Debates have also been an effective tool for stimulating critical thinking and discussion on current issues among youth in Rwanda. Debates provide an important forum for youth to analyze both sides of critical issues and learn how to express differing points of view in a safe environment.

Organizing conferences and trainings to bring together youth from different parts of the world also form an important part of Never Again’s work. In addition to facilitating the exchange of ideas and information between youth in Rwanda and youth in the U.S. through their partnership with GYC, Never Again recently joined with five other Rwandan youth organizations to organize a regional peace camp in Gikongoro province. Earlier in 2005, they organized a Global Youth Genocide Prevention Forum.

One project that is currently under development is the creation of a youth newspaper. Such a newspaper would serve as a place for youth to channel their views and communicate their opinions.

They are also interested in deepening their work with secondary school students in Kibuye and Gisenyi and soon hope to launch a new project for the promotion of freedom of expression and critical thinking through the use of forum theater and organized debates.

“Imyigire Rusange”

Imyigire Rusange is the Kinyarwanda translation of the concept of a “learning community.” Learning communities, or interactive human rights workshops, are an important part of each of GYC’s programs. This workshop created a cross-cultural community of young human rights defenders from the U.S. and Rwanda who spent 4 ½ days sharing, listening and learning from each other through their own lived experiences.

Uburenganzira bw’ikiremwa-muntu

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Human Rights



On the first day we gathered together, participants spent much of the time getting to know each other. In small groups, we discussed the different perceptions we have about human rights in Rwanda and the U.S. Many participants were surprised at how little they actually knew about the daily realities of each other lives and how the knowledge they do have is often limited to basic information that they can find in newspapers, books, television and on the internet. They also came to realize that many of their perceptions were based on wrong assumptions and stereotypes. As an example, many Rwandans had the perception that the U.S. represents the ideal of human rights to be aspired to. They did not know about many of the daily human rights

struggles faced by Americans, such as racial discrimination, prison conditions and surprisingly high levels of poverty.

Participants also discussed the commonalities in the human rights challenges faced by both young Rwandans and young Americans (e.g., increasing gap between the rich and the poor and lack of equal access to education, etc.) and how human rights in the two countries are interconnected. As one participant noted,

“A violation of one’s human rights is a violation of all human rights.”

Another important conversation that happened during the learning community was a discussion on defining the meaning of the idea of “human rights.” Participants were encouraged to look at the different ways Americans and Rwandans define human rights. We also discussed subtleties in linguistic difference and meaning between human rights terms in English, their translation into Kinyarwanda and vice versa. It was not always easy to translate words we use all the time to describe the world around us.



As the discussion progressed, participants became frustrated at how difficult it was to actually come up with a definition of human rights. While everyone felt that such theoretical conversations are useful and important, participants were anxious to spend their time discussing how to realize the promise

of human rights on a more human and practical level.

In the afternoon, participants considered case studies of two important human rights issues: children's rights in Rwanda and prisons in the U.S. For each case study, participants worked in small groups to analyze the problem and identify the underlying root causes of the problem, who has responsibility for fixing the problem, and suggested actions for resolving the problem. The facilitator asked participants to present their results in a short skit. Most groups chose to use comedy to dramatize the problem and one group chose to perform a silent interpretive group dance. The exercise was followed by a very interesting discussion about whether comedic skits were an effective and appropriate tool to educate others about human rights issues.

“Documentation” is a phrase frequently used to describe the process of collecting information about human rights. The information collected helps human rights defenders identify problems and monitor progress towards their resolution. Participants focused on one important tool often used by those documenting human rights abuses: interviews. In particular, we looked at the ways in which interviewing and documenting the stories and work of human rights defenders could be used as a tool for disseminating information about human rights issues. Participants had the opportunity to develop sample interview questions and practice interviewing each other. Not only was it an opportunity for people to become more comfortable interviewing others and being interviewed about their work, it also provided an invaluable space for participants to get to know each other on a much deeper one-to-one level.

Throughout the course of the workshop, many participants also raised questions about what it means to be an “activist”. Many participants came to realize that the work they were doing was a form of human rights activism even if they had not been thinking of it in those terms.



An “activist” is someone...

Active, not passive

Willing to help

Who works for a just cause

With the ability to transform

Who brings attention to human rights issues

Working for social reform & political change

Whose actions serve the needs of the community

Human rights education is another important tool used to raise awareness and inspire action in others on a wide range of issues. Many of the workshop participants already had a lot of experience in developing educational workshops and were able to share their ideas and knowledge with other participants as they worked together in small groups to develop sample educational workshops on a human rights issue of their choice.

Sample Genocide Prevention Workshop

“Unlearning Intolerance through Empathy”

Day One

- 9-11 Introductions and icebreakers
- 11-12 Outlining suggestions for safe spaces and respectful disagreement, open vs. loaded terms defining vocabulary

- 12-1 Lunch
 1-2 Discuss in small groups: “Freedom of expression should not be infringed in the name of security”
 2-4:30 Distribution of transcripts and pictures used as propaganda throughout history with discussion questions
 4:30-5 Debrief and feedback

Day 2

- 9-10 Icebreaker
 10-12 Unlearning Intolerance: Distribution of contradictory histories to small groups; presentation of history; and discussion. Have your views changed? What surprised you? What resources would you have wanted?
 12-1 Lunch
 1-2:30 Genocide film
 2:30-3 Large group discussion
 3-4:30 Small group discussion: viewer vs. roles within memories; how do you struggle with empathy?
 4:30-5 Debrief and evaluations

Day 3

- 9-9:30 Icebreaker
 9:30-11 What are the warning signs? How do you increase sensitivity among media and government?
 11-12 Action planning: What can you do when you notice warnings? How would you present this in your own community?
 12-1 Lunch
 1-2:30 De-brief, evaluations or optional trip to memorial

On the last day of the workshop, participants were challenged to think about specific ways we could continue to work together. The Rwandan participants shared some of their key needs: volunteers, funding, equipment, documentation, human rights education curriculum resources, lecturers and translators. Then everyone spent some time doing informal networking to make plans about how they

wanted to continue to collaborate together on different initiatives after the training. We also came up with a broad list of ideas for collectively continuing to work together.



“The most important thing that I learned in this workshop was that the work we do does not have to stop within these walls. We have to go outside and teach others about human rights and about other things that we have learned during this workshop that have been inspirational to us.”



How We Can Work Together

- Stay up-to-date on events in each country
- Invite each other to conferences
- Coordinate fundraising activities
- Stay in touch (create a permanent listserv forum for communication)
- Connect people to professional opportunities
- Share contacts and resources

- Facilitate a high school exchange program
- Organize meetings and reunions by country and region
- Assist with grantwriting

Months later many participants continue to follow through on their plans of action and share information, ideas and resources via a GYC listserv. Most recently, participants have been engaged in a debate as to whether divestment from corporations doing business in Sudan is an effective strategy for effecting change. Collaboration is not only between the American and Rwandan participants, but also within our own respective countries. GYC is also working on implementing many of the ideas discussed during the workshop, in particular establishing a small grants fund that will benefit the work of Rwandan youth organizations and in the creation of a human rights exchange program between secondary school youth in Rwanda and the U.S.

YIELD Project

In the rural northeastern province of Umutara, the GYC delegation visited several sites of a project run by CARE-Rwanda called *Youth Initiatives to Enhance Out-of-School Learning for Development (YIELD)*. YIELD is working to assist youth who have not had the opportunity to go to school by teaching them how to read and write, provide vocational training and start small income generating projects. Specifically, we visited a sewing skills training project, a carpentry class and a literacy project.

Education is considered one of the most powerful tools for raising people out of poverty. While primary education is free for all Rwandans, children wishing to go to secondary school must pay school fees. In a country where subsistence farming provides a living for the majority of the population, these fees are often one of the major obstacles preventing children and youth from going to school. Even

going to school does not guarantee a young Rwandan a job and the rate of youth unemployment remains high.



That's why projects like YIELD are so important. They provide an opportunity for youth who have not had a chance to attend school or who have very little formal schooling to learn vocational skills. Upon graduating from the program, students are provided with loans to start their own cooperative businesses.



We were disheartened to learn that, like too many organizations in Rwanda, the project struggles from funding limitations. CARE-Rwanda is working hard to empower and train local NGOs to be able to fully manage the program. At the same time we wondered that if a big international organization like CARE is struggling for funding, would a small, local

Rwandan NGO be able to sustain the program in the future without similar access to funding resources? We also wondered if a small group like ours could make a difference in the lives of the many youth we met that day by sharing their stories with our families and friends back in the U.S., encouraging them to make a contribution to support the important work of projects like YIELD and the many other programs we would learn about during our stay in Rwanda.



Mutobo Reintegration Camp

For some, the war that launched the genocide in Rwanda still continues to this day.

At the end of the genocide, more than 2 million Rwandans fled to the Democratic Republic of Congo. Among them included many soldiers from the former government who were complicit in the genocide. They re-established their headquarters in the jungle of the DRC. In 1996, the Rwandan government led a military intervention in the DRC in response to the continued fighting. Large masses of refugees began returning home to Rwanda. Many ex-combatants returned along with civilians and started an internal rebellion in 1997. In 1998, President Kabila of DRC declared war on Rwanda and many combatants returned back to the DRC. Many have refused to return to Rwanda for fear of being tried for crimes of genocide. While the statistics are

imperfect, it is estimated that 10,000-20,000 Rwandans are still fighting in the DRC.



The Rwandan government, with the help of the United Nations and financing from the World Bank, has begun a campaign to encourage Rwandan combatants in the DRC to return home and demobilize. Once soldiers make the decision to return to Rwanda, they are sent to a “reintegration camp” before they return home to their villages. We visited Mutobo Reintegration Camp, one of two reintegration camps in Rwanda. The Mutobo camp is situated in the shadow of Rwanda’s chain of volcanoes near Ruhengeri. Approximately 145 ex-combatants are currently living at the site undergoing a program of demobilization and reintegration. All made the decision to leave the DRC voluntarily. Many of us also had the opportunity to interview young ex-combatants who had just arrived at the camp to learn more about their lives in the DRC, their experience since returning to Rwanda and their hopes for the future.

The process of reintegration primarily consists of a 2-month series of educational activities focused on the following topics:

- History of Rwanda
- Security issues of Rwanda and the Great Lakes Region
- “Patriotism”
- Causes of the refugee problem and how to end it
- Gender Issues

- Environment
- Rural youth development
- HIV/AIDS prevention
- Human rights
- Entrepreneurial training



Once they finish their time at the reintegration camp and prepare to return to their community, they receive 50,000 FRW (\$90) to buy basic things necessary to start a new life. After two months, they receive another 100,000 FRW (\$182) to set up a small business. After another eight months, they can submit a project proposal for their small business which they might receive funding of up to 500,000 FRW (\$909).

Although some of those who fled Rwanda for the DRC were responsible for crimes of genocide in 1994, the reintegration camps do not try returning ex-combatants. Ex-combatants are taught about the *gacaca* process and how it works. Then, as ex-combatants return home they participate in the local *gacaca* where they may face trial if accused.

Gacaca Trial Observation

On a rainy Saturday afternoon, we turned off the main road near our hotel into a labyrinth of dirt paths and houses and emerged in the courtyard of a local school in one of Kigali's predominantly Muslim communities. We were guests in an unfamiliar community there to observe one of Rwanda's many *gacaca* trials.

Gacaca, which literally means "on the grass" is a community-based justice process launched as a way of speeding up the trials of genocide prisoners as well as to provide a forum for community involvement in justice for crimes committed during the genocide. In contrast to the International Criminal Tribunal for Rwanda (located in Arusha, Tanzania and trying those "most responsible" for the genocide) and cases being tried in the Rwandan court system, *gacaca* is a process of justice that relies on participation from the local community. In fact, we waited for quite a long time before the *gacaca* began because there needs to be a quorum of community members present in order to start the proceedings. Once the quorum was met, we were all asked to observe a moment of silence in memory of those who died during the genocide.

As *gacaca* trials are not open to the general public, naturally people were suspicious of us and curious as to who we were. Despite our efforts to remain in the background and to avoid calling undue attention to ourselves, the judges made us sit up front and asked us to submit our government paperwork for inspection. Then, a brief introduction was made to the community announcing that we had permission from the government to be there as observers.

A panel of eight judges sat in front of the community and the head judge announced the agenda for the *gacaca* – to gather information about the genocide to be used in later trials of prisoners. In particular, on that day community members were invited to present testimony and information to help the judges create: 1) a list of people in the cell (an organizational unit for a neighborhood) who made lists of people to be killed; 2) a list of people who had been killed in the cell; and 3) a list of people who saved people from the lists of people to be killed. The judges would record the details of community member's testimony in small notebooks.

Even though this is not the first time that the community had gathered for *gacaca*, it takes awhile before someone steps forward. They walked across the open courtyard in front of their neighbors and friends, took the microphone and added the name of someone to the list who participated in creating lists of people to be killed during the genocide. Not only are the judges looking for names, they are also trying to find out specific details on the accused, such as where they were born, who they are married to, and where they live now. It is easy to see how intimidating testifying before a *gacaca* can be and how much courage it takes. The judges were constantly encouraging people to participate and share information.

In the middle of the proceedings, the dark clouds that had been gathering overhead finally burst forth with a torrential rain. Everyone scrambled to get inside and as soon as everyone had a new place, the proceedings began again.

At this point, a community member took the microphone to question our group's ability to take pictures at the *gacaca*. At the start of the *gacaca* we had been assured that we had permission to do so. While we were outside it was easy to take pictures without causing too much of a distraction. Once we moved inside to the darkened room of the school, a flash accidentally went off. After some heated discussion, it became clear that the law about whether observers could take pictures was unclear so we refrained from taking any more photos.²

“We want to know more about those heroes who saved people...”

² Out of respect for those who participated in this sensitive process of justice, we have chosen not to publish any of the pictures that we did take before we were told to stop taking pictures.

As the proceedings progressed, the judges moved onto item agenda number three: a list of people who had saved other people. The head judge read an initial list of people from the community who had saved others and asked those present to provide more information and details about how many people had been saved and whether there were others who had saved people who should be noted on the list.

One man came forward and began to tell the whole story of how he had saved people during the genocide, but the judge stopped him and told him that they did not want the whole story, just the names of those people who had saved others and who had been saved. There was frustration from him and other community members who were clearly looking for an outlet to tell their stories.

The entire process lasted about 2 hours. These community members will continue to regularly gather together to try to sort out the stories of what happened and how it was possible that so many of the neighbors and family members were killed in 1994. As the process of information gathering draws to a close, this same community will move into a more challenging process of actually taking the information that was gathered to try those who have been accused of committing crimes during the genocide.³

Other Activities & Meetings

IBUKA: In Kinyarwanda, “*ibuka*” means “remember.” Created in 1995, IBUKA has its own membership base and also serves as an umbrella organization for genocide survivors associations. Their four primary project areas are: 1) *justice*; 2) *memory and documentation*;

³ There has been much criticism of the *gacaca* process, particularly in regard to whether the process itself will allow accused prisoners to receive a fair trial. This report is not intended to express an opinion or academic argument as to whether the *gacaca* process is a good one but rather to describe our group's experience in observing the trial and what happened during our visit.

3) *social and psychological assistance to survivors*; and 4) *peacebuilding activities*.

IBUKA works to ensure that perpetrators of the genocide are brought to justice. They also help make sure that the memory of those who died is preserved through poems, songs, books, and testimonials. They believe it is important to collect and share this information with future generations. One of their main challenges is in providing social and psychological assistance to survivors, most of whom have been traumatized by the violence and loss experienced by the genocide. They have 32 trauma counselors working with them to provide services to survivors. Lastly, their peacebuilding activities are aimed at working to break the cycle of violence.

The government currently allocates 5% of its national budget to supporting genocide survivors but IBUKA feels that it is not enough and that the Rwandan government should provide resources to support the kinds of projects organized by IBUKA and other genocide survivor associations. While there are no exact statistics on the number of “survivors” living in Rwanda, IBUKA estimates the total number at 400,000 (approximately 5% of the total population).

IBUKA believes that one of its biggest accomplishments to date is in sensitizing the general public that genocide survivors face many complex and unique problems.

Rwandan Ministry of Youth: Youth are the majority of the Rwandan population (44.9% are age 15 or younger). According to the current Minister of Youth, Culture and Sport, the Rwandan government is very concerned about establishing programs that will promote a positive future for youth. One of the biggest challenges that youth face in Rwanda is finding employment opportunities. Therefore, the Rwandan government is currently looking at ways to support youth in creating their own businesses. The Ministry is currently

establishing a “youth development fund” to help alleviate this problem.

Among its many programs aimed at promoting unity and reconciliation among youth, the Ministry is also active in working with the National Unity and Reconciliation Commission (NURC) to organize *ingandos* (“solidarity camps”) which are educational camps that all university students are required to attend before starting school.⁴

Film Screening with Eric Kabera: We hosted a private screening of two movies directed by Eric Kabera, a Rwandan filmmaker. The first movie, *Keepers of Memory*, presented a series of testimonies from Rwandan genocide survivors. The second movie, entitled *Through My Eyes*, is an unreleased film focusing on how Rwandan youth are moving forward in the aftermath of the events of 1994.

USAID: The United States currently provides \$80 million foreign development aid to Rwanda through the U.S. Agency for International Development. Their goal is to help the government and people of Rwanda achieve increased stability, lasting peace and strengthened development capacity. To achieve these goals, USAID works in partnership with Rwanda on programs that emphasize the rule of law and good governance, better health services and increased rural economic growth. The majority of U.S. aid (\$63 million) to Rwanda is dedicated to fighting HIV/AIDS.⁵

Much of USAID’s funding helps support the needs of orphans and vulnerable children, providing them with school fees, health insurance and vocational training. USAID also supports the Nkundabana (“I love children”) project.

⁴ *Ingandos* have been criticized by some for serving primarily as forums to indoctrinate young Rwandans to the political viewpoints of the current Rwandan government.

⁵ The HIV/AIDS prevalence rate in Rwanda is 3%.

Fieldwork Projects

During the last four days of our time in Rwanda, GYC delegation members were assigned to work on fieldwork projects as volunteers for local organizations. We collaborated with four wonderful organizations: *Never Again-Rwanda*, *Radio La Benevolencija*, *AVEGA*, and *Uyisenga N'Manzi*. As volunteers, participants had the opportunity to work on projects such as writing grant proposals, organizing workshops on English as a Third Language, computers and music, translating promotional materials, as well as spend time getting to know more about the work of each organization and the strategies they are pursuing to achieve the full respect for human rights in Rwanda.

Never Again-Rwanda: This organization aims to alert the international community to both the causes of and effects of genocide and facilitate the exchange of ideas between young people – those who have lived through genocide and those who wish to learn from them.

Radio La Benevolencija: RLB is devoted to helping people worldwide who have suffered from ethnic violence. Their media broadcasts and grassroots activities raise awareness about the dangers of political propaganda, group pressure and the patterns that lead to group violence. The program aims to contribute to reconciliation and the prevention of future ethnic violence.

AVEGA: AVEGA works to empower genocide widows to deal with the past experiences and to rebuild their shattered lives. Major programs include psycho-social and medical services and counseling, capacity-building programs (such as micro-credit), and advocacy, information and justice program to ensure the respect of the rights of genocide survivors.



Uyisenga N'Manzi: Uyisenga N'Manzi aims to contribute to the psychological and economic rehabilitation of unaccompanied children affected by HIV/AIDS and genocide as well as young girls who were victims of rape or other forms of sexual violence. Below is an excerpt of an essay written by Roger Wong, a recipient of a partial GYC scholarship to join the Rwanda delegation and one of three members of the group that volunteered with Uyisenga N'Manzi.

Restoring Big Dreams in Small Ways

Near the King Faisal Hospital in the Kigali neighborhood of Karyiru sits a small house with a rusty sign that reads, 'Uyisenga N'Manzi', but don't let this unimposing sign fool you. Behind the closed doors are evidence of a genocide that took the lives of over 800,000 Rwandans and destabilized the livelihoods of health of millions, many of whom were children. At the same time, all one has to do is walk through these doors to see signs of renewed hope, as photos of children laughing and dancing plaster the walls, and where a dedicated staff works tirelessly to help survivor-orphans regain a foothold on their future and rebuild their lives.



Despite the many daily challenges Uyisenga N'Manzi faces, they also have high hopes for the orphan children of Rwanda. One day, the director of the organization showed me a photo of a boy named Bonfils. Bonfils lost both of his parents to the genocide, leaving behind him and his sisters to care for themselves. His father was murdered and his mother died shortly after contracting HIV after she was raped. Like so many orphans in Rwanda, they turned to the streets to survive. That was until one day when Uyisenga N'Manzi found them and restored their hope and broken dreams. Today, Bonfils is in primary school, as are his sisters who all live together in a house built by Uyisenga N'Manzi. Claudette, like so many her age, has dreams of going to college, but whose financial difficulties forbid her to do so. According to Nkuranga, the cost to send one child is 300,000 FRW (\$600). This is for one year of college. Clearly, Uyisenga N'Manzi cannot send every student to college, but it is sending one student at a time. In fact, that is the mission of Uyisenga N'Manzi: to restore big dreams in small ways.

-Roger Wong

Follow-up Projects

The following represent only a fraction of the ideas for collaboration and follow-up that were shared among participants during this program.

Presented here are the major follow-up initiatives that GYC intends to work on developing in continued collaboration with current and past program participants. We know that individual participants are also working on developing their own projects that will help inform and inspire others in their communities about their experience taking part in the program.

1) Establish a listserv and other forms of regular communication for participants to exchange ideas and share information and resources

GYC has already established a listserv to connect the U.S. and Rwandan participants in our January 2006 training workshop. The listserv will serve as an important way for participants to stay in touch with each other, share information and continue to discuss issues of concern to them. Participants will also receive regular updates on opportunities to become more involved in GYC's activities and get connected to a wider network of young human rights defenders around the world.

2) Raise money to help Rwandan organizations through GYC's Small Grants Fund

Starting in the end of March 2006, GYC will work with a dedicated team of its program alumni to help establish a Small Grants Fund. As we saw in Rwanda and as is common in many countries, the lack of funding is the major obstacle preventing the implementation of many wonderful projects serving youth and human rights concerns. Working together, we will raise money and distribute small grants to some of the organizations that we worked with in Rwanda as well as our other program countries. Our goal is to raise \$5,000 to start the fund by June 2006.



3) Develop educational curriculum to share information about Rwanda, genocide prevention and human rights with high school students in the U.S. and Rwanda

In the U.S., GYC is launching a new educational initiative to engage high school students in human rights issues in the local community where our office is based (Kingston, NY). We will include curriculum related to Rwanda as part of this program and offer special activities to engage the community in learning more about Rwanda (e.g., speaking engagements at local schools, raising money in the local community, hosting guest speakers, etc.)

In Rwanda, GYC will continue to work with our partner organizations to assist them in building their capacity and accessing funding for their projects working with secondary school students.

We hope to encourage an exchange of ideas between secondary school students in the U.S. and Rwanda, including organizing a delegation exchange program that would allow students from Rwanda to visit the U.S. and vice versa.

4) Organizing future delegations and training programs for young human rights defenders (ages 18-25)

We are already organizing a second delegation of students from the U.S. to spend four weeks in Rwanda in May and June of 2006 and we are

committed to organizing many future delegations to Rwanda.

We are also interested in finding funding that would provide opportunities for our Rwandan counterparts to experience a similar delegation program to take place in the U.S.

GYC and Never Again-Rwanda also discussed the possibility of organizing a training workshop that would bring together youth from the post-genocidal countries where GYC currently has programs (Cambodia, Guatemala, Rwanda and Bosnia) to share their experiences and learn from each other about effective strategies to engage youth in human rights work in post-conflict countries.



U.S. Participant Bios

Mauricio Artinano

Born and raised in Costa Rica, Mauricio is a rising senior at Tufts University in Boston, Massachusetts majoring in international relations with a concentration in Latin America. He is currently working on a self-designed project in collaboration with the United Nations University for Peace and an organization called the Project in Times of Transition to bring together the key protagonists of the Central American peace process to assess the results of the peace efforts. Mauricio has also worked and volunteered for many years with Habitat for Humanity, participating in builds in El Salvador and Mexico, and leading teams of volunteers in Costa Rica and Nicaragua, as well as working on a research project on Habitat's micro-credit practices in Central America. On the 10th anniversary of the Rwandan genocide, Mauricio helped to organize a commemoration program that included a photography exhibit by photographer

Michal Safdie, the premiere screening of a documentary on the aftermath of the genocide called "Keepers of Memory," and a visit by its director, a Rwandan named Eric Kabera. Upon graduating from college, Mauricio plans to continue his interests in conflict resolution by pursuing a career with the United Nations or with the Organization of American States.

Matthew Dickhoff

Matthew is a second-year graduate student at the University of Denver's School of International Studies where he was recently elected as a member of the Graduate Student Senate and serves as the education and outreach coordinator for Students for Africa. His current academic and research interests include comparative politics and political theory with a specific interest in human rights, African politics, and ethnic conflict/genocide. Matthew's graduate thesis is examining the ways in which the modern state structures imposed by the Belgians led to the construction of social groups and fostered 'ethnic' antagonism. He recently traveled to Nairobi, Kenya to present research on the important role that the women have played in the reconstruction of Rwanda. As an undergraduate studying sociology and human rights at the University of Connecticut, he researched Belgium colonialism's impact on notions of group membership within the Rwandan state. Matthew has also worked as an intern with Lawyers Without Borders and worked with African refugees as a volunteer with the African Community Center. Upon finishing his graduate studies, Matthew hopes to become a professor of political science and African studies at a research university.

Douglas Lensing

Born and raised in the Mississippi River Delta, Douglas is a rising sophomore at Rhodes College in Memphis, Tennessee where he is majoring in political science with a minor in French. He is a member of the student government, the mock trial team. He also co-founded a chapter of Students Take Action Now: Darfur (STAND) on his campus and hopes to launch an African relations educational group at Rhodes. Douglas has been very active in community service projects including gathering donations of books for low-income children, serving as a tutor and mentor, volunteering at a home for children infected with AIDS and working with Habitat for Humanity. He has also worked as an intern for two different U.S. Congressmen and as a community organizer with the Rhodes Hollywood Springdale Partnership. Douglas plans to run for Congress where he wants to be a part of creating programs that will truly help people bring themselves out of poverty.

Jina Moore

Jina is a dual-degree candidate in Columbia University's Graduate School of Journalism and School of International and Public Affairs. She is a 2001 Truman Scholar and a 2005 Jack Kent Cooke Scholar. She graduated summa cum laude from Boston University where she studied the history, literature and historiography of the Holocaust and ran Holocaust and genocide education events. In the three years between her studies, Jina has worked as an AmeriCorps member teaching literacy and running community programs in rural Monongalia County, West Virginia, and as a volunteer for the International Institute on Mediation and Historical Conciliation, which works to resolve disputes about the past in post-conflict communities. She has also worked professionally as a conference planner and editor at the Nieman Foundation's Program on Narrative Journalism at Harvard University and as a freelance writer for The Boston Globe, Harvard Magazine and other publications. In 1999, Jina participated in an international study program on the Holocaust which brought together young Americans and Germans to look at the legacy of the Holocaust among youth in both nations. She also conducted independent research on the Holocaust and WWII in Poland. After finishing graduate school, Jina plans to pursue a career as a freelance journalist based in Africa, specializing in journalism about ethnic conflict and its aftermath.

Jed Oppenheim

Jed is a first year student in a Masters program in international educational development, with a focus on education in Africa, at Teacher's College at Columbia University. He recently graduated from the University of California-Santa Cruz where he studied American studies, race, culture and ethnicity. While an undergraduate, Jed spent a year living, studying and working in Durban, South Africa where he volunteered as a basketball coach for 'Playing for Peace,' led workshops on leadership, HIV/AIDS, gender issues, and the environment at a township high school for 'Roots and Shoots' (also chaperoning the youth to the UN World Summit on Sustainable Development), and started a tutoring/mentoring program at a local orphanage. After graduating from college, he worked as volunteer for the 'A World of Difference' Institute on a tolerance education program in Los Angeles high schools and traveled to Ghana to teach English. More recently he has been working as a residential counselor at a residential home for boys. Eventually, Jed wants to be able to create conducive and productive educational learning environments in areas that have experienced conflict and envisions himself working for an international NGO, such as UNICEF or the Institute for International Education, doing advocacy work, curriculum reform and/or teaching training.

Heddy Nam

Recently graduated from Barnard College in New York City with a degree in political science and human rights, Heddy currently works as a program coordinator for Network 20/20 where she coordinates international trips and exchanges. As an undergraduate, she conducted research on the impact of the International Criminal Tribunal for Rwanda on post-genocide reconciliation in the Rwandan community and on victims of sexual violence in the Rwandan genocide. She also co-founded a student group called Columbia World Action, whose mission is to educate the community on international issues and advocate for multilateral solutions to global problems, and helped to organize a conference on the International Criminal Court (ICC) as well as an advocacy and fundraising campaign for the Victims Trust Fund of the ICC. In addition, she monitored meetings of the Assembly of State Parties, the governing body of the ICC, as an NGO delegate for the Independent Student Coalition for the ICC (now CASIN). Heddy has also worked as an intern with Human Strategies for Human Rights (where she helped develop curriculum for a human rights education program in Liberia), Amnesty International, and the Education Department of the United Nations Association of the USA. Upon graduation from Barnard, she was awarded the Guggenheim Fellowship in Criminal Justice to work with the Incarcerated Mothers Law Project, an initiative of the Women's Prison Association, then went on to work with Common Cents New York, and volunteered with Global Nomads Group before joining Network 20/20. She hopes to pursue graduate studies in international education and conflict resolution and is particularly interested in working on projects that help bridge youth and community development in post-conflict communities.

Christina Olivares

Christina, a Cuban-American woman, is trained academically and practically as a facilitator, teacher, education and critical multicultural curriculum designer. She graduated in 2003 from Amherst College with a degree in critical pedagogy and multicultural education. She served as a head teacher at Capacidad where she designed curriculum and trained staff in bias-intervention and conflict resolution models. Christina has also worked as an educator in a youth shelter, the public school system, a youth-led after school program and as an America Reads tutor. She currently works as the Coordinator of Travel Projects and Student Publications at Prep for Prep, a non-profit organization in New York City where an important part of her job is organizing leadership retreats. She recently returned from leading a group of teenagers on a trip to Costa Rica through the Experiment for International Living. In the future she hopes to create an organization that brings together young people from all over the world to engage in

meditative practice as well as reflection on what it means to have human rights protected and celebrated in the world and to obtain a law degree that enables her to advocate and educate on global human rights issues.

Nancy Oyedele

Nancy is a Nigerian-American currently studying Policy Analysis and Management with an interest in Education and Social inequality in the College of Human Ecology at Cornell University in Ithaca, New York. She is Co-founder as well as current President of the Minority Organization for the Development of Effective Leadership which uses mentor relationships to increase leadership within the minority community. She is also an active member of the Nigerian Students Association and the Coalition of Pan-African Scholars. She also works as a Research Assistant at the Survey Research Institute and has previously worked as a Residential Advisor with Community Development. This past summer Nancy worked at The SpiritHouse Project, a non-profit organization that uses research to analyze various unjust structures and uses activism to disseminate information to raise awareness about these unjust structures; her area of focus was the prison industrial complex. Her goal is to attend law school in order to bring justice to those whose voices and stories remain unheard and whose cases remain unsettled.

Spenser Shadle

Spenser is a junior at Colorado College as a student of international political economy and French with an emphasis on nation development and the continent of Africa. This past summer he participated in a study abroad program in France and recently volunteered in Mexico through Habitat for Humanity building houses in the poverty-stricken border town of Nogales. Spenser has devoted many hours to volunteer work including, tutoring a family of refugees from Afghanistan through the Agency for New Americans, serving meals at his college's soup kitchen, tutoring low-income grade-school students and working with the Women's and Children's Alliance to research and present domestic violence awareness to high school students. In the future, he hopes to pursue internship and research opportunities through direct experiences working with grassroots NGOs as well as pursuing graduate work in international relations. Spenser's ultimate goal is to pursue a career in national development, such as working for the United Nations Development Program (UNDP) or playing an influential role in a NGO that maintains similar goals.

Kelly Shannon

Kelly is a second year graduate student at the University of Connecticut's School of Social Work with an academic focus on policy and international affairs. She

received her B.A. from the same school in human development and family studies. Kelly has extensive overseas volunteer experience including working in a tsunami relief camp in Thailand, an HIV/AIDS orphanage in Bangkok and helping to raise awareness on HIV/AIDS in Tanzania. In the U.S., she has worked as an intern with the Connecticut General Assembly, volunteered with the coalition of immigrants and refugees at DemocracyWorks, and as a camp counselor at Camp AmeriKids with children affected by HIV/AIDS. Kelly recently completed an independent study on "Understanding the United Nations as a System with a Focus on Social Work" and she looks forward to working this fall at the United Nations as a representative of an international NGO. In the future, she hopes to work either with the United Nations or with an international NGO.

Roger Wong

Roger served two years as an AmeriCorps Massachusetts Promise Fellow and is the founder of Boston Young Active Hands! (BOOYAH!), a people empowerment program at Boston Cares that provides youth and families with opportunities to serve the needs of local nonprofit organizations through team-based volunteering. Following the September 11th attacks, Roger was inspired to follow his dream of building a more just world and reducing violence against humanity. Last summer, he worked as a Counselor at Seeds of Peace, an international camp for teenagers from conflict regions. As a Youth Advisor at Social Capital Inc., Roger also worked with a youth leadership council to launch the first youth-moderated mayoral debate, an on-line guide to local elections, and a civil rights oral history project. He graduated from Boston University in 2001 where he completed a degree in Hospitality Business Administration and has taken courses at Northeastern University in international relations and social sciences. Roger aspires to continue working in social development, internationally and domestically, for the betterment of all people.

Toki Wright

Toki is currently the Youth Engagement Supervisor at YO! The Movement, a youth led and run non-profit based out of Minneapolis, Minnesota. He supervises the Metro Youth Council (creating a youth Bill of Rights/Manifesto and doing voter rights work), the Express Yourself Project (organizing performance spaces for youth artists to get paid for their work), and the Juvenile Justice Youth Advisory Council (doing work with youth and the justice system). Toki is also an organizer with the League of Pissed Off Voters, North American Action in Solidarity (NAS), Building Leadership Organizing Communities (BLOC), and a community non-profit health facility called the Circle of Discipline. He is studying African and African-

American studies and youth work at the University of Minnesota. He is the co-creator and head organizer of the Twin Cities Celebration of Hip-Hop, the largest community focused hip-hop event in the Upper Midwest. Toki is a poet and an mc/rapper with the groups The C.O.R.E. and APHRILL and was voted "Artist of the Year" for the state by Star Tribune newspaper. He has a song featured in the Independent film "Justice" and was also recently a coach on the MTV program MADE with C-Rayz Walz, The Game, Snoop Dogg, and Ghostface. Toki's current goals are organizing community centered artists throughout the world to create a new circle of leaders so that we can all move better collectively.

Rwandan Participant Bios

Damas Dukundane

Damas is a member of the Association des Etudiants Rescapés du Génocide (AERG, student survivors of genocide), an organization which seeks to unite its member and contribute to the process of *gacaca*. He speaks French, English, Kinyarwanda, and Swahili and is currently pursuing a two year degree in medicine at the National University in Butare. He spent two years prior to this in pre-clinician education. He wants to be involved the reconciliation process, as well as learn how to unite with others to protect human rights and to share his experience as testimony. He also wants to learn how other groups are contributing to the process of understanding genocide. He plans in five years to be a specialist in psychiatry and then work with humanitarian organizations worldwide.

Teddy Nzabirinda Kaberuka

Teddy works as a strategic information and data Manager for Population Services International (PSI) in Rwanda, an NGO that works for behavior changes of vulnerable people with low incomes in order to promote healthier lifestyles, while providing access to affordable health services. At PSI, Teddy writes reports and monitors and evaluates data in the HIV/AIDS department. Teddy received a Bachelor's degree from the National University of Rwanda in Butare where he studied Economics with a focus on Development. He is fluent in English. Teddy hopes to raise his awareness of human rights abuse and take this knowledge back to PSI where it can benefit his own community. In the future, Teddy hopes to positively influence the Rwandan population by working for them as freelance consultant in community development.

Cleophas Kanamugire

Cleophas is the president of the Youth Association for Dissemination of Development Information (YADDI) organization. YADDI's mission and focus is to bridge

the development information gap among youth and network their efforts for sustainable development. They are currently working to spread information infrastructures to more rural areas and are in the process of setting up a Centre for Dissemination of Development Information (CDDI). He is also a student at the National University of Rwanda pursuing a BA in information technology. His goal is to graduate with a BA and serve youth through his work at YADDI, where he will be able to help increase access for youth to information and work towards sustainable development in Rwanda.

Alice Kayibanda Kayisere

Alice is president of Urungano, an organization which uses media to sensitize youth on issues of peace building and human rights, as well as to encourage employment and combat poverty. She works as a professional journalist and editor of a youth magazine and coordinates all of the association's activities. She has experience in filmmaking and has directed a short film on unity and reconciliation now in post-production. She earned a degree in sociology from Université Libre de Kigali and has worked as a production assistant for the Rwanda Cinema Center and also as Editor in Chief of the Abajene Magazine. Alice has also worked as a researcher for the Aegis Trust and participated in planning for the 2005 PAYA conference on HIV/AIDS prevention and the Great Lakes Region Peace Festival. She has also worked with orphans from the 1994 genocide in Terre des Hommes Burundi. She is fluent in English and French, and also speaks Swahili. Alice wants to use journalism to promote human rights in Rwanda and hopes that this program will enhance her knowledge of human rights.

Lawrence Manzi

Lawrence is the head of the legal department and trainer at the Forum for Activists Against Torture-Rwanda (FACT-Rwanda). This organization focuses on the eradication of human rights violations and aiding in the rehabilitation of victims of torture and violence. He graduated with a BA in law from the National University of Rwanda and is a human rights educator and facilitator in peacebuilding. One of his main interests in participating in this workshop is engaging in experiential learning with other youth and enhancing his skills and knowledge in the field of human rights. Lawrence's goal is to develop a career in law and human rights training and he hopes to participate in many future human rights training sessions. He speaks English, French, and Kinyarwanda.

Ritah Diana Mukande

Ritah is in her third year studying communication at the National University of Rwanda where she is president of the Journalism and Communication Students Association (JOCOMSA) and the Girls' Education Alliance Rwanda

chapter, which seeks to increase girls' enrollment in schools and sensitize the public to issues of girls' education. She takes great pride in her people skills and her ability to communicate comfortably in three languages (French, English, and Kinyarwanda). Her major goals are to succeed in whatever she does and learn from her experiences with diverse cultures and communities in order to help her country develop. She has participated in many conferences that aim to sensitize the Rwandan community on girl's education and gender balance. Ritah feels that she can contribute a lot to the on-going efforts to make the general public aware of the importance of youth in developing Rwanda and hopes to complete her bachelor's degree in five years time and pursue a Master's degree in international relations.

Edwin Murenzi

Edwin is in his second to last year (year eleven) at Green Hills Academy in Kigali where he will receive his O level certificate specializing in biology, chemistry, math, and economics. He is the president of the Interact Club, a club that aims to carry out community service programs with high school kids of ages ranging from 13 to 19 years of age. He has participated in a seminar on conflict resolution with a well accomplished specialist in that field and that experience has helped him in his position as president of Interact. He has also acted in a play about genocide entitled "Not on My Watch" directed by Agies and Mashirika drama group. He speaks excellent English, good French and is also familiar with Kinyarwanda, Swahili, and Luganda. Edwin plans to pursue an MD and also a Phd in genetic engineering and once he finishes his studies, hopes to pursue goals very similar to those of this program. He hopes to start an organization of Rwandan Doctors Without Borders which is an organization that he believes would have great importance to protecting the human rights of youth.

Vianney Mutabazi

Vianney is a facilitator at Never Again, an organization that works to create awareness about genocide, conflict transformation methodology, and peacebuilding. He has a BA degree in public administration and speaks English, Kinyarwanda, and French. As an advocate for the respect of all members of humanity, Vianney hopes that this workshop will be an opportunity to share experiences with participants from the US and gain more knowledge about human rights. His goal is to continue his education to earn a masters degree in either developmental studies or conflict management/peace studies.

Edward Kirenga Mutanguha

Edward recently graduated from Green Hill Academy where he was a student from 2003-2005. Between 1991 and 2003, he attended schools in Uganda, Japan and Tanzania. He has worked at the national conference on girl's education, and participated in a conflict resolution workshop, which took place in the summer of 2005. He is program officer (Sergeant at arms) for Interact Club Green Hills Academy. He received his O-Level IGCSE certificate in Rwanda and speaks good Kinyarwanda and excellent English. In secondary school he specialized in physics, mathematics, economics, and biology and hopes to pursue a Master's degree or a PhD in international relations while working with different cultures and nationalities. He would like to do work which benefits children, peace, and freedom, all of which he feels relate to the goals of this program.

Joseph Ryarasa Nkurunziza

Joseph has been a coordinator of Never Again Rwanda Chapter since 2002. He is currently completing his fifth year as a student of the Medical School at the National University of Rwanda and is the president of the Medical Students Association of Rwanda (Medsar). Through this position he has initiated numerous community-based projects in the Butare Province of Rwanda, including an HIV/AIDS sensitization project in the Mugombwa Districts and various projects providing mothers with pre-natal consultations and family planning education. He has also played a key organizational role in various national and international conferences, workshops, and public lectures, such as the Rwanda Forum in London in March 2004 and an Interuniversity Workshop on Gender Promotion at Kigali Institute of Science and Technology. Joseph has attended numerous events as well including a sexual education conference in Birmingham, UK, the International Federation of the Medical Students Associations' meetings in Turkey and Egypt, and many other seminars on Rwandan politics, reproductive health, HIV/AIDS, and gender awareness. His extra-curricular activities include reading, debating, and studying international politics and public relations.

Emmy Nuwamanya

Emmy is a second-year student at the National University of Rwanda in Butare where he studies mass communication and is chief editor of the university newspaper "The New Butarean," a paper which seeks to promote professional journalism and develop skills of students in the school of journalism and communication. He studied in Uganda at a Catholic school until year six of his education when he came to Rwanda. He is fluent in English. He is interested in knowing how youth are trying to change the world for the better and would like to share views on how to contribute to the development of Rwanda in the wake of genocide. Emmy hopes to become a professional journalist and a public relations

expert in Rwanda, as well as in international projects. In five years he hopes to do radio or TV broadcasting.

Christelle Umutoni

Christelle is a member of the Organization Réseau des Femmes oeuvrant pour le Développement Rural, a group which promotes women's development and participation in social, economic and other levels of decision-making. She graduated from secondary school at the "Collège de Rugunga" in Kigali where she studied for six years and specialized in math and physics. She speaks French and English and is very interested in human rights, especially women's rights. She hopes to pursue a career as a human rights activist, advocating for those who have been victims of violence. She is excited to meet students from the United States and share her ideas with them. She hopes to lead by example with accountability and respect for other people.

Emmanuel Usengimana

Emmanuel is an agronomist engineer and trainer employed in a local NGO called UGAMA/CSC, where he organizes the training of trainers in different topics such as: agronomist activities, livestock activities, unity and reconciliation of cooperatives members. He has extensive knowledge of rural association creation, and unity and reconciliation of cooperatives members, due to his participation in a training workshop organized by USAID/CARE International. He received his university degree after three years of study as a technician engineer A1 in crop production from the High Institute of Agriculture and Livestock (ISAE-BUSOGO) in Ruhengeri, Rwanda. He speaks English, French, and Kinyarwanda. Emmanuel hopes to help contribute to strategies for genocide prevention and strengthen his knowledge about human rights and reconciliation and apply these lessons to his daily work in rural communities. He wants to strengthen his capacity to help those in rural and oppressed communities through formal education and to combat human rights abuses and HIV/AIDS.

Clemence Uwera

Clemence currently lives and works at the Friend Peace House, a youth headed household community of young genocide survivors. Within that community, they have formed an association that is united against HIV/AIDS. She is currently studying for a BA in Management and is interested in human rights and their specific relation to youth and genocide prevention. Clemence aspires to further develop and utilize her interpersonal skills in all aspects in life as a way to help others and realize goals of HIV/AIDS prevention, both as an individual and member

of team. She also speaks French, English, Kinyarwanda, and Swahili and is excited to increase her knowledge of human rights issues in an exchange of meaningful dialogue with the workshop participants.